

Implementation Guidelines for Service Learning Education at Yuan Ze University

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Article 1 In order to cultivate students' proactive engagement with societal issues and encourage their participation in practical social services, this set of Guidelines is established to cultivate the spirit of service learning and encourage service work in accordance with Article 3.1 of the regulations of the YZU Service Learning Working Committee (hereinafter as “the Committee”).

Article 2 Service learning at YZU takes up one mandatory credit learning for undergraduates. Each student has to complete a total of 18 learning hours and 18 service hours before the completion of their senior year. However, transferred students are allowed to complete this requirement in their senior year before graduation.

Article 3 Definitions of service learning curricula and activities:

I. Service learning curricula are divided into three types: department (Comparable unit)/general curriculum, professional speeches, practicum seminars:

(1) Department (Comparable unit), Community Engagement Courses, and general curriculum: Within the curriculum, in addition to the professional content, another emphasis is placed on the spirit of learning and service. The goal is to teach to apply their expertise to the serving of others.

(2) Community Engagement Courses: These courses integrate instructional content and professional knowledge with social engagement service activities. By bringing these activities into the community and facilitating processes such as observation, interaction, hands-on experience, and reflection, students' learning interests and outcomes are enhanced. Moreover, these courses aim to cultivate students' humanistic care, societal involvement, self-directed learning, problem-solving abilities, as well as their proactive engagement with societal issues and participation in practical social service endeavors.

(3) Professional speeches: Professionals (from within or outside of YZU) are invited to give speeches that are related to service and learning to the students.

(4) Practicum seminars: Professionals (from within or outside of YZU) are invited to share their experiences in the format of panel discussion or workshop with the students so as to strengthen their service concept and enthusiasm.

II. Service learning activities can be divided into five types: labor service, campus-loving service, community service, professional service, and international volunteering service. The definitions are provided as follows:

- (1) Labor service: Through labor service, the students will learn how to serve others and understand how they should treat one another.
- (2) Campus-loving service: To help the students develop a sense of belongingness with YZU, the students are encouraged to participate in all types of on-campus service learning activities for their continuous growth. Moreover, the students will grow to love this school more, forming a unique school-loving culture.
- (3) Community service: Students will provide service for specific groups or organizations off campus. Through service, the students will learn to become empathetic and make it a part of their real-life practice, an element that will help shape their character.
- (4) Professional service: This experience combines all formal curricula and the incorporated service activities with the goal to help students reflect what they have learned from hands-on experiences and provide them with feedback. Hopefully, the students can develop a deeper understanding of social conditions and use their professionalism to serve others.
- (5) International volunteering service: The students can choose to participate in the international volunteering service and apply their knowledge and skills to serving their country or other regions. The goal is to provide the students with the assistance they need and help those from Taiwan to interact and get to know the people in other countries. Moreover, through such type of service, the students will develop the ability to reflect upon themselves and care for others.

Article 4 Certification and Norms for Service Learning Hours

I. Service Learning Curricula:

- (1) Department (Comparable unit), Community Engagement Courses and general curricula: The application is based on the actual service and learning curricula. Each credit (including non-credit hours) will be equivalent to three hours of course work.
- (2) Non-departmental (Comparable unit) and general curricula: The application is based on the actual service learning hours listed in the curricula.

II. Service Learning Activities: The application is based on the actual service learning activity hours. The maximum hours in a day is 8 hours. In order to encourage and acknowledge the service spirit of the planning staff, the activity applicants can apply for additional hours to be approved. The additional hours are limited to six hours.

Article 5 Applications and Norms for Service Learning

I. Service Learning Curricula:

- (1) Department I (Comparable unit) and general curricula: The teaching plans submitted as

part of the application for service learning curricula should include the relevance between service learning spirit and its content.

(2) Non-departmental I (Comparable unit) and general curricula: The application of service learning curricula should include course description, course content, expected results, and the relevance between service learning spirit and the content.

II. Service Learning Activities: The application of service learning activities should include the purpose of activities, the content, the expected effects, service contribution, learning goals and feedback/reflection.

Article 6 Evaluation Procedures for Service Learning

I. Service Learning Curricula:

(1) Department (Comparable unit) and general curricula: The department (Comparable unit) and the teaching division of General Education should submit their curriculum applications. When the internal course-offering procedures are completed, the applications will be sent to the Office of Academic Affairs for total compilation. With the evaluation issued by this Committee, the applications will be sent to the university Curriculum Committee for approval.

(2) Community Engagement Courses: The department (Comparable unit) and the teaching division of General Education should submit their curriculum applications. When the internal course-offering procedures are completed, the applications will be sent to the Office of Academic Affairs for total compilation. With the evaluation issued by this Committee, the applications will be sent to the university Curriculum Committee for approval.

(3) Non-departmental (Comparable unit) and general curricula: The applicants should submit their applications to the service learning system two weeks before the courses begin, and the applications will be evaluated by this Committee for approval.

II. Service Learning Activities: The evaluation process for service learning activities shall follow the procedures outlined in the preceding Item 3.

Article 7 Course Registration Regulations for Service Learning Students

I. According to the regulations set by the Office of Academic Affairs, the students should be able to register for these classes within the department (Comparable unit), general education courses, and Community Engagement Courses.

II. The non-departmental (Comparable unit) and general education courses and service learning activities should be registered in the service learning system 24 hours before the scheduled activities.

Article 8 Evaluation Details for Service Learning

I. Service Learning Curricula:

(1) Departmental (Comparable unit) general education courses, and Community Engagement Courses: The instructors are responsible for the evaluation and the grades will be read automatically by the system. The students with a passing score will receive the certified service learning hours.

(2) Non-departmental (Comparable unit) and general education courses: The students enrolled in these courses should fill out on-line service logs within a week after the courses are finished. The students with a passing score will receive the certified service learning hours. The suggested evaluation criteria are as follows:

a. Students with excellent performance will receive a score of 80 or above.

b. Student without excellent performance will receive scores between 60 and 79 points.

II. Service Learning Activities: The students should fill out on-line service logs within a week after the courses are finished. Those who have filled out the log and have participated in the activities will receive the certified service learning hours of the subject. Those with poor participation or failing to fill out the service logs will not receive certified hours.

Article 9 Principles for Waiver

I. Credit exemption shall follow the regulations of this university's Student Credit Exemption Policy. Students who have completed 1 credit or more of service learning-related courses or 2 credits or more of social engagement courses at other universities may apply for credit or course hour exemptions. For 0-credit courses, students may apply for course or activity hour exemptions based on the original course content and actual hours, up to a maximum of 18 hours. The service learning or social engagement courses must have either the same course title and content or different course titles but the same content.

II. Those who have completed the course with the same content but zero credit at other universities or the courses with a similar nature can apply for a waiver of learning activity hours.

III. The students who have disabilities or other special conditions preventing them from participating in the service learning activities will be exempted the hour requirement with the evaluation and approval of the Committee.

IV. Those students who have received related service learning certificates from government agencies or non-profit groups can attach the related documents to apply for course or activity waiver.

V. Those who have met the above-mentioned qualifications should attach the related documents or proofs to be sent for the evaluation and approval of the Committee for the further processing of a waiver.

Article 10 This set of Guidelines goes into effect upon its approval by the Service Learning Working Committee. Any amendments must follow the same procedure. However, the

provisions regarding matters related to community engagement courses stipulated in this regulation shall take effect retroactively from the second semester of the 111th academic year.